



Applied Human Anatomy

3 Units

Fall 2025

September 2 - December 21

Hybrid

Wednesdays 12:30-1:30

Meeting Days:

Instructor: Dr. Joy Balta, Ph.D.

Meeting Times:

Email: jbalta@pointloma.edu

Meeting Location:

Phone: 619.849.3005

Final Exam: (Day/Time):

Office Location and Hours:

PLNU Mission
To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

The mission of the PLNU Occupational Therapy program is to produce competent and professional graduates who provide evidenced-based and occupation focused interventions that serve others as an expression of faith.

Course Description

This course will cover human gross anatomy with an emphasis on the structure and physiology of the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems to provide a foundation for the practice of occupational therapy. Other anatomical systems (nervous system, digestive, urinary) will be covered briefly, especially as they relate to the function of the four emphasized systems. Emphasis is on the structure and functional relationships of human anatomy and application of knowledge to clinical conditions through lecture and small lab group experiences.

Students will view and identify dissections from body donors to assist in learning structure and function of the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. Students will also meet with course faculty to discuss important anatomical concepts and apply knowledge to occupational therapy practice.
Letter Grade

Prerequisite(s): Successful completion of ANA 6005/ANA 6005L is necessary to progress to ANA 6009.

Corequisite(s): ANA 6005 ANA 6005L: Applied Human Anatomy Lab

Relationship of Course To Curriculum Design and Threads

This course is the first in a two-part series providing foundational science information necessary for OT practice. It is taken concurrently with the following courses: OCC 6000, Introduction to Occupational Therapy, OCC 6002, Professionalism in OT-1; OCC 6003, Evidence-Based Practice, OCC 6004, Health, and Equity Disparities; OCC 6005, Community-Based Seminar-1; OCC 6006, Case-Based Learning Seminar-1. This course supports the curricular thread of occupation. The foundational knowledge gained in the course prepares students to succeed in later coursework including Applied Neuroanatomy, Applied Human Movement, Orthopedic Adult/Older Conditions, Assessments, and Interventions, and Neurologic Adult/Older Adult Conditions, Assessments, and Interventions.

Program Learning Outcomes

This course contributes to the acquisition of skills and knowledge necessary for occupational therapy practice. Students will...

- PLO # 1: Use critical reasoning and therapeutic use of self to provide evidence-based occupational therapy services across the lifespan, in a variety of service delivery models, health care settings, and community-based systems.

Course Learning Outcomes

The course learning outcomes are the ACOTE Standards and students will be using concepts and skills that will be introduced and/or be expected to show beginning competency. Students will...

1. Demonstrate knowledge of the structure and function of the human body to include the **biological and physical sciences**, neurosciences, kinesiology, and biomechanics. ^{B.1.1}
 2. Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. ^{B.3.5}
-

Required Texts and Recommended Resources

- Agur, BSc. & Dalley, A. (2019). *Moore's essential clinical anatomy* (7th ed.). Lippincott Williams & Wilkins. ISBN: 9781496369659.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 5-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Assessment and Grading

Assessment Methods

Assessment methods include quizzes, module exams, and lab practical exams.

Assignment Distribution by Percentage

Weekly quizzes	10%
Lab practical exams	40%
Module exams	50%

Grading Scale

Grading will be based on the PLNU grading scale below. Grades will be rounded down from .1-.4 and rounded up from .5 to .9.

Grade Scale

Letter Grade	GPA	Percent Grade
A	4.00	93-100
A-	3.75	90-92
B+	3.25	87-89
B	3.00	83-86
B-	2.75	80-82
Below a B- (80%) in any community seminar, Level I or Level II Fieldwork course will result in a failure of this course, a remediation plan, and the need to join the next cohort of students.		
C+	2.25	77-79
C	2.0	73-76
C-	1.75	70-72
Below a C- (70%) is not a passing grade. Students may or may not be placed on academic probation depending on their cumulative GPA, must repeat the failed course within the next cohort of students, and participate in a remediation plan. Students will not be able to take the next class in this series (applied human neuroanatomy).		
D+	1.25	67-69
D	1.0	63-66
D-	.75	60-62
F	0	0-59

Grade Intervention Plan

Scoring below a letter grade of a C (73%) in any didactic course is not considered to be a passing grade. Potential consequences of the above may include any of the following:

All students must develop a remediation plan if their grades do not meet the expected threshold. A remediation plan is a cooperative effort between the student, course instructor, and the faculty advisor to establish specific learning activities and plan to ensure competency and successful progression in the program.

Potential consequences of the above may include any of the following:

- Need to repeat a Level II or Level III clinical competency.
- Inability to take the next course in a sequence for which this course is a pre-requisite.
- Academic warning.
- Academic probation.
- Need to join the next cohort of students.

Refer to the OT Student Handbook, found on the MSOT Program website for more information.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include participating in a cadaver using dissections. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In ANA6005 we will cover a variety of topics, some of which you may find triggering. These topics include participating in a cadaver lab using dissections and exploring various bodily systems and diseases. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of the profession of occupational therapy, and I will support you throughout your learning in this course.

Incomplete and Late Assignments

All assignments are to be submitted/turned in by the by the designated due date and time of day, typically 11:59 pm. Each day an assignment is late, your grade will be reduced by 10%. Incompletes will only be assigned in extremely unusual circumstances.

PLNU Spiritual Care

Bakersfield Campus

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Bakersfield campus we have an onsite chaplain, Rev. Brent Kall, who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with Rev. Brent Kall, you may contact him directly at bkall@pointloma.edu. Also, there is a weekly Email Newsletter called “The Encourager” that provides a brief devotional and all his contact information.

Balboa Campus

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus, we have an onsite chaplain, Rev. Kevin Portillo, who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at KevinPortillo@pointloma.edu.

Liberty Station Campus

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with Dr. Sylvia Cortez Masyuk, you may contact her directly at scortezm@pointloma.edu.

Mission Valley

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus, there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[APA Style: How to Cite ChatGPT](#)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA,

and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
 2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
-

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.

- **Tutoring:** Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

ACOTE Curriculum Map

ACOTE Curriculum Map

Course Objectives Based on Curricular Threads: (At the conclusion of this course, students will be able to):	ACOTE Standard *=ACOTE Measurement of Learning	HOW? Student Learning Activities	DEMONSTRATE: Assessment of Student Learning
Demonstrate knowledge of the structure and function of the human body, with a focus on the CNS, to include the biological and physical sciences, neurosciences, kinesiology (Curricular Thread: Occupation)	B.1.1*	<p>Online narrated PPT video lectures.</p> <p>Course readings.</p> <p>Synchronous in-person meetings.</p> <p>Synchronous cadaver lab with use of prosections and brain models.</p> <p>In-class discussion about case studies applying knowledge of anatomy to engagement in occupations.</p>	<p>Weekly quizzes.</p> <p>Written module examinations.</p>
Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and	B.3.5*	<p>Course reading materials.</p> <p>Online narrated video PPT lectures.</p> <p>Formative case study discussions</p>	<p>Written examinations with questions focusing on application of anatomy knowledge to engagement in occupations.</p>

injury on occupational performance (Curricular Thread= Occupation)		during in-person synchronous meetings.	
--	--	--	--

Assignments at a Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.